### **Op Art Shaded Shapes**

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### **Day 1: Introduction to Op Art and Basic Shape Drawing**

**Objective**:  
 Students will learn about Op Art, its history, and its use of optical illusions, focusing on M.C. Escher and Bridget Riley’s work. Students will start their drawings by creating a curved line and dots to set up the basis for their optical illusion.

**Materials**:

* 9” x 12” white paper
* Sharpie markers
* Pencils
* Ruler (optional)
* Examples of M.C. Escher and Bridget Riley’s Op Art

**Instructions**:

1. **Warm-Up and Op Art Introduction** (20 min)  
   * Introduce Op Art, explaining its history and purpose. Show examples of M.C. Escher’s and Bridget Riley’s work.
   * Discuss how Op Art creates optical illusions through patterns, shapes, and contrasts.
2. **Drawing the Base Line** (15 min)  
   * On the white paper, guide students in drawing a gentle curved line with a Sharpie marker, reminiscent of a rolling hill. Remind students to not make it too jagged or steep, and to fill the width of the paper.
3. **Adding Dots** (15 min)  
   * Instruct students to place 8 dots along the curved line, ensuring they are spaced irregularly. There should be dots near both edges of the paper, as well as closer to the center.
   * Explain the importance of variety in the placement of dots for creating depth in the optical illusion.
4. **Reviewing the Day’s Work** (10 min)  
   * Walk around and check the students' work, making sure they’ve followed the instructions for the curved line and dots.
   * Discuss the purpose of starting with a simple foundation for the optical illusion.
5. **Clean-Up** (10 min)  
   * Students clean up materials and store unfinished work in a safe place.

### **Day 2: Connecting Dots with Bumps and Creating Shapes**

**Objective**:  
 Students will connect the dots with curved lines to create shapes and begin building their optical illusion.

**Materials**:

* 9” x 12” white paper with the curved line and dots from Day 1
* Sharpie markers
* Ruler (optional)

**Instructions**:

1. **Review of Day 1** (10 min)  
   * Quickly recap the steps from Day 1. Discuss Op Art again, focusing on how shapes and lines create movement and illusion.
2. **Connecting the Dots** (35 min)  
   * Instruct students to connect the dots using curved, bump-like lines. The lines should create a series of curves. The lines closest to the edges should curve outward, going off the edge of the paper to an imaginary dot.
   * Students should fill the entire page with these curved lines, overlapping some of the bumps as needed to create a sense of flow.
3. **Class Discussion** (10 min)  
   * Encourage students to share their progress and discuss how their shapes are beginning to take form.
4. **Wrap-Up and Clean-Up** (10 min)  
   * Clean up workstations and give feedback on the students' progress.

### **Day 3: Expanding the Design with More Curves**

**Objective**:  
 Students will continue developing their optical illusion by expanding the design, adding more bumps, and refining their shapes.

**Materials**:

* 9” x 12” white paper with dots and bumps from previous days
* Sharpie markers

**Instructions**:

1. **Review of Dots and Bumps** (10 min)  
   * Briefly review the concepts of connecting dots and creating bumps in the design.
   * Look at a few examples of Op Art and ask students how the shapes flow and interact with each other.
2. **Expanding the Design** (40 min)  
   * Guide students to continue adding more curved lines and bumps between the existing shapes, ensuring that the shapes are connected but still maintain an organic flow.
   * Focus on making sure that the bumps are evenly spaced to create a consistent rhythm across the design.
   * Remind students that their goal is to fill the page and maintain a consistent pattern of curves.
3. **Class Check-In** (10 min)  
   * Walk around to check students’ designs, providing assistance where necessary. Ensure their shapes are flowing properly, and they are covering the paper.
4. **Wrap-Up** (10 min)  
   * Wrap up the lesson, reminding students that tomorrow they will be starting to add shading to the design.

### **Day 4: Shading Techniques for Optical Illusions**

**Objective**:  
 Students will begin shading their designs to create the illusion of depth and contrast using pencil crayons.

**Materials**:

* 9” x 12” white paper with curved shapes from previous lessons
* Pencil crayons (2-3 colors of choice)
* Sharpie markers for outlining

**Instructions**:

1. **Review of Op Art and Shading** (10 min)  
   * Review how shading plays a key role in creating optical illusions. Show examples of shading from Op Art, explaining how lightness and darkness can change the perception of shapes.
2. **Shading Techniques** (25 min)  
   * Demonstrate how to use pencil crayons to shade the shapes. Start in the corners and gradually lighten as the shading moves toward the top or edges of each bump.
   * Students should use 2-3 colors that work well together and press harder in the corners to create a gradient effect.
3. **Shading Practice** (25 min)  
   * Allow students to practice shading the shapes in their design, starting with one section at a time. Students should focus on smooth transitions between light and dark areas to emphasize the illusion.
4. **Class Check-In** (10 min)  
   * Walk around and assist students with their shading techniques. Ensure they are following the gradient technique and focusing on depth.

### **Day 5: Final Touches and Reflection**

**Objective**:  
 Students will complete their Op Art piece by refining the shading and adding final details. They will also reflect on their process and the concepts they’ve learned.

**Materials**:

* 9” x 12” white paper with shaded designs
* Pencil crayons
* Sharpie markers

**Instructions**:

1. **Finishing Shading** (25 min)  
   * Students will finish adding shading to their designs, ensuring all areas have smooth transitions and a consistent gradient effect.
   * If necessary, they can outline their shapes with Sharpie markers to make the design stand out more.
2. **Reflection and Discussion** (15 min)  
   * Once completed, have a short class discussion. Ask students questions such as:
     + How did shading help enhance the optical illusion?
     + What did you learn about the use of light and dark in creating depth?
     + How does Op Art challenge your perception of shapes?
3. **Final Touches** (20 min)  
   * Allow students time to add any final details to their artwork and refine their shading.
4. **Wrap-Up and Display** (10 min)  
   * Have students present their work to the class and share their thoughts on the process. Discuss the importance of color, shape, and pattern in Op Art.

**Assessment**:

* Evaluate students based on the complexity and accuracy of their optical illusion designs. Focus on their ability to effectively use shading to enhance the illusion and depth.
* Observe participation during discussions and reflections.

